



CHILDREN'S ATTENTION HOME

PO Box 2892
Rock Hill, SC 29732

Grades	K-8 Middle School	
Enrollment	14 Students	
Principal	Dr. Hugh Wilson	803-328-6555
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Excellent
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

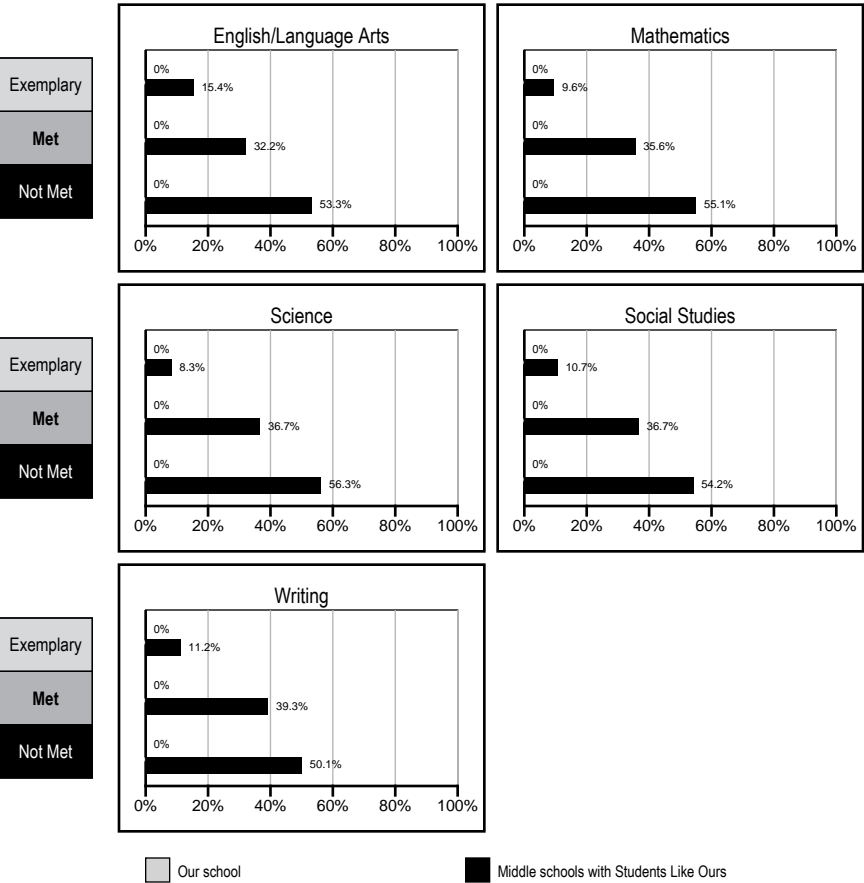
50%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	15	18

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	86.9%
English 1	N/A	90.6%
Physical Science	N/A	39.3%
US History and the Constitution	N/A	N/A
All Subjects	N/A	87.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=14)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	17.8%	24.2%
Retention rate	0.0%	No Change	0.9%	0.7%
Attendance rate	99.1%	Down from 99.2%	95.4%	95.9%
Eligible for gifted and talented	0.0%	No Change	4.8%	16.4%
With disabilities other than speech	8.8%	Down from 31.8%	15.1%	12.0%
Older than usual for grade	7.7%	Up from 6.3%	4.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=5)				
Teachers with advanced degrees	25.0%	Up from 0.0%	53.3%	58.5%
Continuing contract teachers	25.0%	Up from 0.0%	67.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	11.1%	4.0%
Teachers returning from previous year	N/A	N/A	77.3%	84.6%
Teacher attendance rate	98.8%	Up from 95.6%	95.4%	95.4%
Average teacher salary*	N/A	I/S	\$44,437	\$46,561
Professional development days/teacher	5.4 days	Up from 5.0 days	9.4 days	10.2 days
School				
Principal's years at school	2.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	4.7 to 1	Down from 8.5 to 1	16.0 to 1	21.1 to 1
Prime instructional time	97.3%	Up from 94.6%	89.5%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	8.9%	Down from 17.5%	94.5%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	N/A	N/A	\$11,590	\$7,802
Percent of expenditures for instruction**	N/A	N/A	60.6%	63.8%
Percent of expenditures for teacher salaries**	N/A	N/A	55.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Children's Attention Home's Charter School is for students in kindergarten through 8th grade. Based on Maslow's Hierarchy of Needs, the school focuses on meeting the basic needs of the children while providing a solid, appropriate, individualized academic program. Utilizing classrooms with low teacher to student ratios, children are able to spend significant individual or small group time with the teacher. Considerable emphasis is placed on teaching the children the appropriate behavioral skills needed for them to prosper as students.

Currently, this is the sixth year of operation for The Charter School.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	8	8
Percent satisfied with learning environment	N/R	I/S	I/S
Percent satisfied with social and physical environment	N/R	I/S	I/S
Percent satisfied with school-home relations	N/R	I/S	I/S

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 3 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.2%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	7	I/S	I/S	I/S	I/S	I/S	85	83.5	Yes	No
Gender										
Male	4	I/S	I/S	I/S	I/S	I/S	81.2	80.1	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	91.6	89.6	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	75.8	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	97.4	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	76	85.1	I/S	I/S
Disability Status										
Disabled	1	I/S	N/A	N/A	N/A	N/A	55.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	77.5	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	7	I/S	I/S	I/S	I/S	I/S	83.7	80.4	Yes	No
Gender										
Male	4	I/S	I/S	I/S	I/S	I/S	81.2	78.4	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	90.7	87.8	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	73.3	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	76	83.2	I/S	I/S
Disability Status										
Disabled	1	I/S	N/A	N/A	N/A	N/A	51.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	75.3	72.8	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	4	I/S	I/S	I/S	I/S	I/S	70.3	67.3
Gender								
Male	2	I/S	I/S	I/S	I/S	I/S	69.8	66.9
Female	2	I/S	I/S	I/S	I/S	I/S	70.9	67.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	83.7	79.6
African American	2	I/S	I/S	I/S	I/S	I/S	50.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.1	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	61.1	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	65.5	69.5
Disability Status								
Disabled	0	N/A	N/A	N/A	N/A	N/A	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.3	58.6
Socio-Economic Status								
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	56.4	55.4

Social Studies

All Students	4	I/S	I/S	I/S	I/S	I/S	74.3	70.9
Gender								
Male	3	I/S	I/S	I/S	I/S	I/S	73	70.1
Female	1	I/S	N/A	N/A	N/A	N/A	75.6	71.7
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	82.9	79.2
African American	2	I/S	I/S	I/S	I/S	I/S	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.8	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	69.6	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	68.2	71.2
Disability Status								
Disabled	1	I/S	N/A	N/A	N/A	N/A	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	73.1	68
Socio-Economic Status								
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	63.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	10	I/S	I/S	I/S	I/S	I/S	73.5	72.1	99.1	96.5
Gender										
Male	6	I/S	I/S	I/S	I/S	I/S	66.5	65.2	98.9	96.4
Female	4	I/S	I/S	I/S	I/S	I/S	80.7	79.2	99.3	96.6
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	83.5	80.8	99	96.4
African American	7	I/S	I/S	I/S	I/S	I/S	59.2	59.7	99.1	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	87	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	64.6	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	73.4	99.9	94.9
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	32.4	27.7	98	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.1	63.7	N/A	96.7
Socio-Economic Status										
Subsidized meals	7	I/S	I/S	I/S	I/S	I/S	61.6	61.9	99	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	3	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	3	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	2	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	1	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	3	I/S	I/S	I/S	I/S	I/S
2010	8	3	I/S	I/S	I/S	I/S	I/S
	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	2	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	N/A	N/A	N/A	N/A
Writing							
2009	3	2	I/S	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	4	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
2010	8	4	I/S	I/S	I/S	I/S	I/S
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
2011	7	4	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S

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